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ABSTRACT

Over the last decade there have been a number of approaches for recruiting minorities to enter teaching careers. One such program has been that of the Consortium for Minorities in Teaching Careers (CMTC). CMTC uses several replicable models to encourage minority high school students' interest in teaching careers. At all CMTC sites, the following components are found: (1) mentoring; (2) peer support; and (3) value change. Some sites also use training and practice to provide opportunities for students. The University of Iowa has been responsible for evaluating CMTC programs. A nonproportional stratified sampling procedure was used in 1995 and 1996 to select program participants from seven sites. A random sample of 139 participants was drawn, and 76 were interviewed either as high school or college students, or as high school graduates who were not going to college. Average participants in CMTC programs were not students who would normally go to college or even necessarily finish high school. Many participated in the program initially because of the small stipend they received. The impediment they most often noted to becoming a teacher was money for education. About 50 to 87% indicated that they became motivated to be teachers through the program, and many remained interested in teaching a year after the program. Participants mentioned a number of ways in which the program had been helpful to them and said that they had learned a great deal about what teachers actually do. How successful these programs actually are will depend on how many students really become teachers, but initial results indicate that some students are being motivated to pursue college educations because of the programs. Three appendixes present the telephone survey introduction, the survey, and the postinterview summary. (Contains four tables and eight references.) (SLD)

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Qualitative Evaluation Results of a National Program to Recruit Precollege Minority Students for Teaching Careers

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Abstract

This study addresses three questions: how likely is it that minority high school student participants will become teachers, what do these participants see as possible obstacles to their becoming teachers, and how helpful is the program? A 35-question semistructured telephone interview with a random sample of 76 participants of the Consortium for Minorities in Teaching Careers program revealed that as many as 87% said the program affected them positively with regard to becoming a teacher. Nearly half of the participants said money was the biggest impediment to pursuing their career. Many participants said the program was helpful because it allowed them to work with children, experience teaching first-hand, and learn the technical aspects of teachers' duties. Participants indicated the program motivated them to achieve academic success, finish high school, and obtain a college degree.

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Qualitative Evaluation Results of a National Program to Recruit Precollege Minority Students for Teaching Careers

By the year 2000, minorities will comprise one-third of all school children across the United States (Haberman, 1989). However, this increase in minority population is not reflected in the number of minorities entering teaching careers. While the profile of the American people becomes more diverse, the population of American teachers and education majors remains largely white and largely female (Zimpher & Ashburn, 1992). Haberman (1989) reported that African American representation in the US teacher force declined from a high of 18% to 6% in 1989, with no end in sight to the decline. Other minorities make up an even smaller proportion of the teaching force (Newby, Smith, Newby, & Miller, 1995). Recruitment of minorities into teaching careers has been and continues to be a critical issue in education.

Minorities need to be recruited into the teaching force for many reasons, including the need for role models for minority students, the desire for multi-cultural curricula that better reflect the American experience, the widening gap between those raised in poverty (who are increasingly non-white) and those who live above the poverty line, the need for better understanding of the diverse cultures world-wide, and the increasing need for teachers in urban areas (Gordon, 1994; King, 1993; Chinn & Wong, 1992). Two questions then arise: 1) why do so few minority students make the choice to become teachers, and 2) how can interventions (programs) successfully encourage minority students to make that choice, when it is a good career choice for them?

A career in teaching seems to be most attractive to those who seek intrinsic rewards. Su (1994) found that students entering teaching are most likely to do so because they see teaching as personally satisfying, as an opportunity to work with children, and as a way to contribute to society. In a survey of high school students, both African American and Native American students indicated that they see value in teaching and that they intend to pursue the type of education (i.e., college equivalent) that would allow them

to teach (Newby et al., 1995). However, in a survey of minority school teachers, Gordon (1994) reports that current minority teachers see several types of barriers that prevent minority youth from becoming teachers. She cites deficits in educational experience, lack of academic support from parents and community, perceived low status and salary of teaching, and perceived lack of opportunity as true obstacles to attracting more minorities to the teaching profession (Gordon, 1994).

Programs aimed at minority teacher recruitment must demonstrate the positive aspects of teaching, such as opportunity to work with children and to provide community service, and work to negate the perceived problems with teaching that can act as barriers to keep minorities out of teaching. Haberman (1989) states that recruitment must, "start early, use peer contact, . . . offer experiential programs, provide academic and psychological support, involve minority faculty members, . . . and use enthusiastic mentors" (p. 771). Over the last decade, there have been a number of programmatic approaches for recruiting minorities to enter teaching careers. One group undertaking this type of programming has been the Consortium for Minorities in Teaching Careers (CMTC).

The Consortium for Minorities in Teaching Careers (CMTC) consists of nine member institutions that have completed the third year of a three-year funded program. CMTC members include Historically Black Colleges and Historically Hispanic Institutions, as well as an institution that draws from urban and rural Native American populations. The CMTC's primary goal is to increase the number of qualified minority students entering a career in education. CMTC uses several different replicable models to encourage minority high school students' interest in teaching careers. Although several models are used, all the sites have the following as key components: 1) **Mentoring**, to provide support from minority teachers that makes participants aware that they can pursue a teaching career, 2) **Peer support,** to create a group of pre-teachers sharing important goals, problems, and solutions, and 3) **Value change,** to expose participants to the idea that teaching is more valuable than they thought. In addition to those three components, some of

the sites include the following two components: 1) **Training,** to help participants learn teaching skills and obtain pedagogic knowledge, and 2) **Practice,** to give participants the opportunity to function as teachers and to provide feedback during the process of skill development.

The University of Iowa, a member institution of the CMTC, has been responsible for the comprehensive formative and summative evaluation of the CMTC programs. Over the course of the three-year project, the evaluation has relied on surveys, questionnaires, and interviews. This study focuses specifically on data gathered through telephone interviews (one or more years after participation) concerning participants' thoughts about program benefits, the ways activities in the program influenced how they felt about teaching and becoming a teacher, the ways the program helped prepare them to be teachers, and how things would be different if they had not participated in the program. The purpose of this paper is to provide answers to three questions: 1) How likely is it that the minority high school student participants in the program will actually become teachers, 2) What do these participants see as possible obstacles to their becoming teachers, and 3) How helpful is the program?

Method

Participants

A nonproportional stratified sampling procedure was used in 1995 and 1996 to select program participants one year after participation from each of seven sites. From the total population of approximately 500 students who had participated at the seven sites and filled out address and/or tracking forms, a random sample of 132 participants were drawn initially in 1995 and 1996: 10 for each of the English speaking sites in 1995, 8 for each of the English speaking sites in 1996, and 6 for each of the Spanish speaking sites in 1995 and 1996. An additional 7 participants were drawn in 1995 because one participating high school had been mistakenly overrepresented in the sample. Of 139 drawn, 76 Year-One and Year-Two program participants were contacted by a team of interviewers in two waves: 40 in 1995 (made up of 199 participants) and 36 in

1996 (made up of 1994 and 1995 participants). Each participant was paid $15 for completing the interview and treated in accordance with the "Ethical Principles of Psychologists and Code of Conduct" (American Psychological Association, 1992). Within the six English speaking sites there were 10 participants from California State University-Dominguez Hills, 12 participants from Fordham University, 9 participants from University of Wisconsin-River Falls, and 10 participants from Xavier University of Louisiana. There were two separate programs at Morgan State University, one had 9 interview participants and the other had 14 interview participants. Within the two Spanish speaking sites there were 5 participants from Universidad Metropolitana and 7 participants from Universidad del Turabo. The mean age of participants was 17.5 with a standard deviation of 1.34. Of those who participated in the interview there were 42 African Americans, 18 Hispanics, 9 Native Americans, 4 Asians, 1 Antiguan, 1 Caribbean, and 1 Caucasian. There were 58 (76%) females and 18 (24%) males, which is the same as the ratio in the CMTC program participant population. There were 24 participants attending college, 21 in the first year, and 3 in the second year. Fourteen participants interviewed in the summer had completed high school and were enrolled in college for fall semester. There were 33 participants attending high school: 21 seniors, 11 juniors, and 1 freshman. Five respondents were out of high school but not planning to attend college.

Procedure

An evaluation team created the 45-60 minute semistructured interview designed to gather in-depth information about participants' experiences in their future teacher programs and the factors affecting their choice of future careers. The interview consisted of 35 questions with one or more follow-up probes per question. Many questions were open-ended, but there was also a series of structured closed-form questions, typically followed by more open-ended probes. The Center for Evaluation and Assessment staff sent a letter to each selected student announcing their intent to telephone selected students to participate in a survey. Over the course of the two years, seven interviewers were assigned roughly equal numbers of selected

participants from each of the five sites for English interviews and from each of two sites for the Spanish interviews. Each interviewer attempted to call as many selected participants on his or her list as possible, with the goal being a minimum of 75 interviews total. Interviewers told participants the purpose of the interview, that participation was voluntary, that confidentiality and anonymity were assured, and that payment for completion of the interview was $15 (See Appendix A for Telephone Survey Introduction. If appendices are not attached, a full set may be obtained from the third author). Each potential interviewee was asked to give permission for tape recording of the interview. All agreed to the tape recording. In 1995, there were 79 potential interviewees selected and 40 of those were interviewed. Interviewers were unable to interview the 39 others for the following reasons: 9 did not answer after 5 attempts, 7 had a disconnected or wrong phone number, 7 were of unknown whereabouts, 7 were interviewed but unusable because of problems with one of the interviewers, 4 were never contacted because advance notice letters were returned, 3 declined to be interviewed, 1 was out of town and could not be reached, and 1 did not have a phone and secondary contacts could not be reached. In 1996, there were 60 potential interviewees selected and 36 of those were interviewed. Staff were unable to interview the 24 others for the following reasons: 8 did not answer after 5 attempts, 3 had a disconnected phone number and secondary contacts could not be reached, 3 had a disconnected phone number and there were no secondary contacts, 3 had no tracking information, 2 declined to be interviewed, 1 had no phone number or secondary contacts, 1 could not be reached because the person answering the phone did not speak English, 1 was in the Air Force without access to a phone, 1 did not remember enough about the program, and 1 quit during the interview. The interviews were completed within 45 to 60 minutes (See Appendix B for copy of the English interview. If appendices are not attached, a full set may be obtained from the third author). In the 1996 data collection, each interviewer completed a Post-Interview Summary following the interview (See Appendix C for copy of Post-Interview Summary. If appendices are not attached, a full set may be obtained from the third author). The summary aided coders in

the analysis phase of the interview. Over the course of the two years, a total of seven interviewers conducted a variable number of interviews each. Two interviewers were African American males, two were Caucasian females, one was an African American female, one was an Hispanic male, and one was an Hispanic female. All were involved in other evaluation projects at the same time that they were conducting these interviews. Interviews were tape recorded and transcribed and/or summarized by the interviewers or other staff members.

Creating Codes and Coding Data

1995 Data. For the analysis phase of the first-year data collection, all the interviews were recorded on audio tape and transcribed. One Spanish language interview was translated and transcribed in English by a Mexican bilingual speaker. The three members of the analysis team read all responses for each open-ended question and produced impressionistic summaries of the most important and most frequent ideas and responses. The analysis team also produced a detailed set of response codes to use in classifying all responses for each question. For a particular open-form question, each team member read all the transcripts and developed meaningful groups of response categories. The team members met to discuss the resulting response categories. If team members agreed on response categories, they were written into a code list. If team members disagreed, a discussion ensued, transcripts were reread, arguments were made, detailed notes about the controversy were made, and the list was expanded or revised. This process occurred for each open-form question. The team members analyzed all of the 1995 transcripts using the code lists, one question at a time. The team met to discuss the codes used, per question, for each of the 40 respondents. If differences arose, each team member was asked to defend the use of a particular code. Sometimes there was not agreement between the team members on codes. In those cases the 2/3 majority rule was used. This resulted in several minor revisions to the code lists, such as rephrasing or the rare addition or omission of a code.

When this occurred, it was made clear how responses should be coded using the accepted code list so that coders would come to comply with, if not agree with, the coding scheme.

1996 Data. For the analysis phase of the second-year data collection, all interviews were recorded on audio tape. All English interviews were transcribed. All eleven Spanish interviews were coded directly from the audio tape by a native Spanish speaking bilingual without written transcription due to time constraints. There were three 1996 team members, two from the 1995 team and a new member who was a bilingual speaker from Mexico. The new team member was trained to code responses by being given an explanation of the use of the 1995 code list and by being asked to code five randomly selected 1995 English interviews. The trainers then compared the previous codes to the trainee's codes. Constant discussion between all three team members and feedback to the trainee ensured common understanding of the codes. The procedure for coding the 1996 data was the same as in 1995 with one exception. If agreement on codes assigned was not unanimous after discussion, rather than use the 2/3 majority rule to make the final decision, all codes used were recorded with an indicator of the number of coders who used the code. For example, if all three coders used 2 and 5 for a particular response, but one coder used code 7 in addition, the response was recorded as: 2, 5 (3) and 7 (1). New codes were added when the three members agreed to its addition and minor revisions of older codes were made for clarification. The Spanish language interviews were coded directly from the audio tape by the bilingual team member. The coding process of the Spanish language interviews differed from the English language interviews since there was only one Spanish speaking team member. All Spanish interviews were coded after a high degree of agreement in English code use was established among coders. If the bilingual speaker had difficulties or questions regarding particular responses in the Spanish language interviews, the responses were translated into English and all three team members coded the response in English and came to a consensus. A complete Spanish language master code list was created by direct translation of the English language master code list (code lists are available from the researchers by request).

Results

The 1995 and 1996 data were merged and responses were analyzed across all sites and both languages by obtaining the number and percentage of times particular codes were used per question. For this analysis, only data where all team members agreed unanimously was used. There were only 10 cases across all interview items where coders did not unanimously agree. In order to provide answers to our research questions, we carefully considered all the questions within the interview. For the research questions regarding the likelihood of participants becoming teachers and the obstacles preventing participants from pursuing their chosen career, we were able to find specific interview questions that provided direct answers. For the research question regarding the helpfulness of the program, it was necessary to look across interview questions and pull out common issues as well as find more specific interview questions. The results are divided into three sections that address each of the three research questions.

Likelihood of Becoming a Teacher

We used several approaches to determine the likelihood that program participants will become teachers. The results to these approaches vary from 50 to 87% of participants responding positively toward teaching. The first approach was to look at what job, career, or profession participants would most like to be working at 5-10 years from now. Nearly half (49%) indicated a type of teaching position. The majority of participants (91%) said it was likely or very likely that they would really be working at their chosen career.

The second approach to determine the likelihood of participants becoming teachers was to examine their responses to a question regarding whether they wanted to become teachers and why or why not. Exactly half said they wanted to become teachers, while one quarter said they did not, and some (11.8%) were not sure. Of those participants who would like to become teachers, they explained that they wanted to become teachers because they want to help children (44%), like kids (28%), care about being a good teacher (16%), always wanted to teach (8%), and want to learn about content or about children through teaching

(8%). One participant explained that she wants to be a teacher "because if I just help one person, it makes me feel good . . . . I've helped someone do something you know, that they couldn't do before . . . and I'm the reason they can do it now." Of those participants who said they did not want to become a teacher or were somewhat unsure, they explained that they want to pursue other interests or professions (30%), lack patience and comfort (11%), cannot handle the student problems (8%), and dislike rate of pay (5%).

The third approach was to look at their responses to questions regarding the certainty of becoming a teacher. Participants were asked to indicate on a scale from 1-10, with 10 being certain they will become a teacher and 1 being certain they will not become teacher, which number best describes the likelihood of becoming a teacher. Over half (54%) used 8 or above, while about one quarter (26%) used 5-7.5, and one-fifth used 1, 3, 4, and 4.5. The fourth approach was to examine participants' motivation to become teachers. Participants were asked to indicate on a scale of 1-10, with 10 being the strongest motivation possible and 1 almost no motivation to become a teacher, which number best describes their motivation to become a teacher. The majority (61%) of the respondents used 8 or higher to describe their motivation, while 39% used 4 to 7.5. No one used 1-3. A fifth approach was to see how they responded to a question asking them directly what the likelihood was of becoming a teacher. Most participants (70%) said it was likely or very likely they would become a teacher, about one quarter (26%) said unlikely, and a few (4%) said they were unsure or thought it was somewhat likely.

A sixth approach regarded participants' thoughts on the desirability of teaching. Participants were asked how desirable teaching is as a career to them personally. Most participants (81%) said it was desirable or very desirable, some (11%) said it was undesirable, and some (8%) said it was somewhat desirable. We asked participants to explain in their own words how desirable teaching was for them. Participants said they like to work with students (32%), think it is a good back-up career (26%), want to help people (21%), respect the teaching profession (11%), have always wanted to teach (7%), think it would be a

good living (4%) and teaching will help them grow as a person (4%). One participant said teaching is "something where you're really helping people and it's something you can feel proud of, and you can see the results so it would make you happy because of that."

The last approach used involved participants' responses to questions about the effects of the program. Most (87%) of the participants said the program had positive effects on them with regard to becoming a teacher. Table 1 lists the specific ways activities affected participants positively. One participant replied "I watched the way the children reacted to my teaching. They were excited, overjoyed, and they learned a lot. I was able to see how much of a difference I made in their life." Some (12%) of the participants said the program had no positive effects on them with regard to becoming a teacher. When asked if the program had any negative effects on them with regard to becoming a teacher, most (86%) said "no" and some (14%) said "yes." Of those participants who said there were negative effects from participating in the program, most thought the way it affected them negatively was that they realized they were not sure if they could handle the kids (8%). A participant explained that "one day some of the kids snuck out on me. I signed them out when their parents weren't there, so by accident I let them go, and I was like, oh man ... I wasn't sure I could handle [them]-I don't want to screw up anything, so that made me wonder if I'm responsible enough for that."

Obstacles to Choosing and Entering a Teaching Career

The second thing we wanted to find out was what kind of obstacles participants foresaw on their career paths. Nearly half (43.4%) of the participants said that the primary problem for them was money. One participant explained that without money he must work and "pretty much if I start working and get my own place, I'm going to be working pretty much all day and I might not have the time to be in college." Some students were also concerned about maintaining their grades (18.4%), finding a job in their career choice (15.8%), and sustaining interest in the career they have chosen (13.2%). A few (7.9%) said the time it

takes to finish school would be an obstacle that would prevent them from achieving their career goals. Approximately one-fifth of the participants (17.1%) did not anticipate any obstacles to their achieving their career goals and/or felt that they could overcome any obstacles that occurred.

Of those who said there were obstacles, 80% said they had a plan to deal with them. Of those participants who said they had a plan, 19.7% said they would get scholarships, loans or financial aid to help and 13.2% said they would work while in college and/or while looking for a better job to deal with their obstacle (s). Participants were also asked if they were getting or will get any help in the future dealing with these obstacles. Of those who said they would get help, 31.6% said family or relatives would help them, 17.1% of participants said they would get help from the state and/or federal government in the form of loans or scholarships, and 15.8% said they would get help from the college they will attend.

Helpfulness of the Program

The final thing we wanted to find out was how helpful the CMTC program was to participants, in a variety of ways. Table 1 shows program activities that affected participants positively with regard to becoming a teacher. Participants were asked to talk about the important benefits to them from participating in program activities (see Table 2), as well as ways program activities helped them better understand what teachers do (see Table 3). One participant replied that the program taught them, "how to set up the classrooms, what to expect, how to be patient, and all those little things that you can't really get from reading it in a brochure or anything like that." We also asked participants to talk about ways the program helped them prepare to be teachers (see Table 4). A participant explained, "It [the program] gave me the opportunity to try teaching, established my interest in teaching. . . . I can come back and help community members, children . . . . I can do that by going to college, earning a degree, becoming a teacher."

Participants were asked if the program had any positive influences on their motivation to achieve academic success, and 76.3% said it did. Those participants who said yes were asked to describe the ways

their participation had positive effects on their motivation to achieve academic success, how they felt about learning or how they study. Participants explained that participating in the program motivated them to study harder, improve their grades and/or participate more in class (36.8%). Their participation also helped them define their goals and the means of achieving those goals (34.2%) and gave them specific study skills and/or test-taking skills (23.7%). Some participants said participating in the program strengthened their self-esteem and awareness of ability to achieve (13.2%) and made them more interested in learning for its own sake (10.5%). A few participants (9.2%) explained that their participation had positive effects on their motivation to achieve academic success by exposing them to people who had achieved their goals and to peers who were striving to achieve goals similar to theirs. In addition, participants said their participation helped them realize ways to maximize their own learning (9.2%).

When asked if participation had a positive influence on their motivation to complete their high school degree, 56.1% of participants said "yes." Participants were asked in what ways it motivated them: 25% said they realized they need to finish high school so they can become teachers or pursue their chosen non-teaching career and 17.1% said the program helped them realize the value or importance of education. One-fifth of the participants (20%) thought they would have completed their high school degree whether they were in the program or not. A majority of the participants (75%) thought the program had a positive influence on their motivation to go on to college. Participants were asked in what ways it motivated them to go on to college: 42% said they need to finish college so they can become a teacher or pursue another career, 16% said they were motivated by visiting colleges, 15% said the program helped them realize the value or importance of education, 12% said attending the program helped them decide on a career or major, and 11% said program staff motivated them to go on to college. Many of the participants (17%) thought the program motivated them positively even though they would have gone to college anyway.

We also asked participants to talk about what might be different for them now if they had NOT participated in the program. Although 18% of participants felt that nothing would be different for them now if they had not participated in the program, another 21% said the program caused them to consider teaching as a career and/or strengthened their interest in teaching, and 18% said they gained more realistic knowledge about the teaching process. Others reported having a more favorable attitude toward teaching (14.5%), becoming more interested in school and more motivated (11.8%), improving their study habits and grades (10.5%), becoming more knowledgeable about the teaching profession/field of education (9.2%), and feeling more prepared and confident to go to college (9.2%). One participant explained, "If I hadn't participated I probably wouldn't have wanted to go into teaching at all because of the fact that a lot of people look at teaching as, well, it's a low-paying job . . . . So if I hadn't have gone to this program, I wouldn't have seen any of the benefits really of actually being a teacher."

Discussion

The average participants in these CMTC programs are not the students who normally go on to college, or who even finish high school on a regular basis. Many of them participate in the program initially because of the small stipends that they receive for participating. A small portion of them do enter the program already with the goal of becoming a teacher, but the majority have an incomplete understanding of the duties and rewards of teaching. Most of them are naive about what is required to get into college, and few have had any direct experience with how to prepare for college.

The programs at the seven sites offer a number of activities. They organize the "future teachers" into pre-professional teacher clubs, offer Saturday and/or summer institutes where they get and give additional instruction and/or tutoring in academic subjects, provide mentoring for them while they engage in preparing curricula and delivering instruction or tutoring to younger students, and make available to them additional information about how to plan for and apply to college. Few of the participants would have had access to

this kind of information without the intervention of these or similar programs. While not all of the students who participated can be classified as "at risk," the majority of participants have had to contend with numerous factors, especially poverty, that make finishing high school and going to college difficult.

The purpose of this study was partly to capture in participants' own words their answers to questions about how likely they think it is that they will actually become teachers, what they see as the biggest impediments for them in becoming teachers, and whether or not and how they think the program that they participated in helped them. With regard to the impediments, the biggest and most frequently mentioned, not unexpectedly, was money. Some participants are skeptical that they will be able to secure enough funding to go to college and become teachers, but most have a plan to deal with this obstacle and expect that help from others and their own sense of purpose and commitment will carry them through. Some participants experience the support of program staff as evidence that they can get the support they need to succeed. A number of other, less frequently mentioned impediments troubled these participants, but the vast majority at this point in time said that they had a plan to deal with them. They plan to get scholarships, loans or other financial aid, get help from relatives, or find suitable work while in college.

With regard to the issue of whether they will actually become teachers, approximately 50-87%, depending on the way the question is asked, indicate a strong motivation to become teachers and belief that they will be teachers. A small proportion, approximately 10-20%, indicate they better understand what teachers do, and they either do not want to do that or feel they do not have the skills or disposition for it. Some plan to go to college but will pursue other careers, including engineering, medicine, and business. A few indicate that teaching is a good back-up career. Approximately 10% describe themselves as undecided or give somewhat conflicting answers.

What is surprising is the large number of former participants who, even one year after the program, are still positively inclined toward being teachers and state that they are working toward achieving this goal.

While it is still too early to tell what percent of these participants will actually make it into college, graduate, and enter the teaching profession, it is encouraging that so many are still avowing this goal, even as long as a full year after their participation in the program.

In general, the participants volunteered a large number of ways in which program participation had been helpful to them. They mentioned that they had had the opportunity to learn about the opportunities of the teaching profession, had gotten to teach or tutor children, had gained pride or more self-confidence, and had gotten a chance to learn skills, build friendships, and have academic or collegiate experiences they would not otherwise have had. They learned a number of things about what teachers actually do, from lesson preparation to maintaining discipline. More than 75% said that the program had a positive influence on their motivation to achieve academically and a large number or respondents mentioned specific ways that they had gained academic skills.

Before we can conclude, however, that the programs are a resounding success, we will have to wait on final outcomes. It is clear that the schools from which these students come are not in general producing large number of students who go on to graduate from college and enter teaching careers. If anything like the proportions of former participants who now indicate that they are highly motivated to attend college and become teachers actually do graduate and enter teaching careers, then these programs will have been exceptionally successful in providing bridges for these students. A slight worry is the large number of students from the original drawn sample whom we were not able to contact. Even though any sample of high school students experiences attrition on an annual basis, it is probable that the more at-risk students for school failure are some of the quickest to be lost from contact and the least motivated to stay in touch with program staff or evaluators. Even though the evaluation staff did pay interviewees and indicated our independence from program staff, it is still likely that more of those we could not contact would have been negative about their futures or about program benefits than those we were able to contact.

These respondents are clear in expressing and describing important benefits from participating in the programs. Most of them are still indicating a desire to complete college and enter teaching careers. Clearly, these programs have held out assistance and hope to them. However, only time will tell if their current trajectories lead them back into the classrooms as part of the diverse, well-trained, and effective teacher corps that America so desperately needs.

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Table 1
Frequencies and Percentages of Activities That Affected Participants Positively with Regard to Becoming a Teacher

Response	Frequency	Percentage
Provided experience working with children	29	38.2
Learned about the responsibilities, emotions, and opportunities of the teaching profession	27	35.5
Motivated participant or increased participant's motivation to consider teaching as a career	22	28.9
Learned about and participated in in-classroom activities	14	18.4
Teachers/staff/other participants provided support and mentoring	14	18.4
Instilled self-confidence, pride	13	17.1
Changed participant's attitude and outlook about profession	12	15.8
Provided academic and/or personal motivation	9	11.8

Table 2
Frequencies and Percentages of Important Benefits to Participants of Program Activities

Response	Frequency	Percentage
Learned about teaching first- hand experience	42	55.3
Opportunity to work with children	42	55.3
Learned interpersonal skills (e.g. patience, understanding, empathy, responsibility)	25	32.9
Helped in deciding direction of career path	20	26.3
Learned various teaching techniques, skills	19	25
Gained/boosted self-confidence	13	17.1
Provided exposure to college life (campus, living on own)	13	17.1
Met and/or built friendships with peers from various geographic areas and/or similar academic standards	13	17.1
Learned communication skills (verbal)	12	15.8
Improved attitude about teaching	11	14.5
Exposed to information through academic activities or content area classes	9	11.8
Exposed to professionals, speakers in many areas	8	10.5
Experience of having a job/making money	8	10.5

Table 3
Frequencies and Percentages of Ways Program Activities Helped Participants Better Understand What Teachers Do

Response	Frequency	Percentage
I learned about the technical aspects of teachers' duties; preparation and delivery of learning materials, grading	45	59.2
Teachers understand and work with the differences in ways that children learn	35	46.1
Teachers provide emotional support for students both in and beyond the classroom; they serve as role models	14	18.4
Teachers deal with classroom management and disciplinary problems	14	18.4
Teaching can be frustrating and requires patience	11	14.5
Teaching is time consuming; work may extend beyond the school day	10	13.2

Table 4
Frequencies and Percentages of Ways Program Helped Participants Prepare to be Teachers

Response	Frequency	Percentage
Provided first-hand experience	35	46.1
Taught me technical aspects and educational methods for use in the classroom--lesson plans and organizational skills	29	38.2
Encouraged participants to think realistically about their futures and teaching careers	25	32.9
Taught me creativity and flexibility in teaching strategies and methods	16	21.1
Taught me how to develop relationships with students--teamwork and communication skills	15	19.7

Appendix A

Telephone Survey Introduction

- Place phone call, ask for participant by name
- **Introduce yourself** (by name)
  give place of employment and short reason for calling, example:
  "We're doing a phone survey of students who were in one of the teacher preparation programs last year. **Is this a good time for you (to talk)?** The survey will take about 45 mins. to an hour.

- Student will either say no and you'll need to **make an appointment to call back** at mutually agreeable time or

- **Student says Yes** - BE SURE TO **ASK STUDENT TO CHECK WITH PARENTS** BEFORE PROCEEDING. (REMEMBER TO BE SENSITIVE TO ANY DISTRACTIONS/ CONDITIONS THAT MIGHT INTERFERE WITH GOOD RESPONSES. INDICATE PROBLEMS ON SURVEY).

- **Remind student of initial letter** -- "On April 8th, we mailed a letter announcing our intent to telephone selected students who participated in one of the future teacher recruitment programs for a pending survey. Do you remember the letter?

Expanded purpose of call - We're calling students because we want to learn about their experiences with the FTI, their impressions about teaching as a profession and whether or not they are considering becoming teachers.

Your answers will be confidential and anonymous, which means your identity (name) will not appear among the information; what you say will be summarized among all of the students we've talked with.

We've assigned you an identification number for recordkeeping purposes; your answers will be filed in our office under lock and key showing that identification id number only (no name). No one else will know the number and have access to your answers.

You will be reimbursed $15 for your time in completing this survey; all we'll need is to verify the correct spelling of your name, **social security number** (or get it). The address we have is (address listed) is this correct/where do you want your check mailed?

There are no right or wrong answers to the questions you answer. We are interested in your honest opinion of the program, how it helped you or not.

- **Read portion of human subjects statement**. "I am going to read a document that basically explains your rights as a participant in this study." Do you understand?

- **Get permission to tape record conversation** - "May I tape record the interview?" Perhaps mention reasons for taping -- will reduce time of interview, help you be more attentive to the conversation. **If student answers Yes**, be prepared to turn tape on after the next introductory question. **If student answers No**, be prepared to take lots of organized notes.

- **Final preliminary questions** - Ask if student has any further questions before you turn the tape on, begin the formal interview.

Appendix B

Respondent ID_____Date_____Time_____

Spring 1996 Telephone Survey

You can ask the following questions in your own words. However, be sure you cover everything. The headings are just for organization. They do not need to be mentioned to respondents. Be sure to read the additional notes at the end of the survey.

[PROGRAM OUTCOMES]

A. *"Are you ready to begin? Remember, if at anytime you want me to repeat or clarify a question, just ask. I would like to begin by asking you a little bit about the program you participated in. Tell me all the future teaching activities that you took part in, the specific things you actually did, and when you took part in them"*
[We are interested in the specifics of what they remember here in their own words. A detailed note for you to review is included at the end of the survey.]

Components Activities	From When	To When	Total Time
A.1.			
A.2.			
A.3.			
A.4.			
A.5.			

A.6. [Probe, continue listing on back side of page] *"Anything else?"*

Comments:

B. *" Where did you participate in these activities?"* [Interested here in the site, and any interesting details or comments that come-up. NOTE: For the current study, we will not be interviewing students from Hostos, CCNYC, or Knoxville] [circle one]

CSUDH	Fordham	Metropolitan	Morgan State
Turabo	UWRF	Xavier	

Comments:

C. *"What were the most important benefits to you of participating in these activities?* [the ones they remember and identified, at the level they identified them, for example 'tutoring children' or 'being mentored by Ms. Smith'] . *If you remember being involved in multiple activities, we can discuss each separately or all together. Why don't you describe the ways that you benefited and indicate whether all the activities or just one specific activity produced these benefits."* [additional guidelines are included in a note at the end ot the survey]

Benefits	Components Activities/Time
C.1.	
C.2.	
C.3.	

C.4
C.5.

C.6 *"Can you think of anything else?"* [Probe, number and list as many as they can come up with]

[Transition to next question]

D.1. *"Do you want to become a teacher?* [circle] *YES NO* [If 'NO', then go to D.2. If 'YES' then go to D.3. and D.4.]

D.2. [If answer 'NO,' then] *"Are there any specific reasons why you do not want to become a teacher?"*

D.3. [If anwer 'YES,' then] *"Tell me why you would like to become a teacher."*

D.4. [If answer "YES" then] *"How strong is your motivation and desire to become a teacher. On a scale of 1-10 with 10 being the strongest motivation possible and 1 almost no motivation to become a teacher, which number best describes your motivation."* [Circle number]

1 2 3 4 5 6 7 8 9 10

D.5. "*Regardless of your motivation, how likely or unlikely is it that you will become a teacher? First of all is it* [circle one]

likely or unlikely?

D.6. *On a scale of 1-10, with 10 being 'Certain that you will become a teacher' and 1 being 'Certain that you will NOT become a teacher', which number best describes the likelihood for you?"* [circle number]

1 2 3 4 5 6 7 8 9 10

E.1. *"Did participating in this program have any positive effects on you with regard to becoming a teacher?"* [circle] *YES NO* [If 'NO', then skip to E.3. If 'YES', then continue with E.2, and then go on to E.3.]

E.2. *"In what ways did specific activities or events in the program affect you positively with regard to becoming a teacher?"*

Positive Influences Activities/Times

E.2.1.
E.2.2.
E.2.3.

E.2.4. *" Can you think of anything else?"* [Probe, number and add as many as they can come up with. Then go on to E.3.]
E.3. *"Did participating in this program have any negative effects on you with regard to becoming a teacher?"* [circle] *YES NO* [If 'NO', then go on to F.1. If 'YES', then continue with E.4.]
E.4. *"In what ways did specific activities or events in the program affect you negatively with regard to becoming a teacher?"*

Negative Influence | Activities/Times

E.4.1
E.4.2.
E.4.3.

E.4.4. *"Can you think of anything else?"* [Probe, number and list, etc.]

F.1. *"Have the activities you participated in helped you better understand what it is that teachers actually do?'* [circle one] *YES NO* [If 'NO', then skip to G.1. If 'YES', then continue with F.2.]

F.2. [If 'Yes', then] *"In what ways has your participation in the program helped you better understand what it is that teachers actually do?* [Activities should be discussed separately unless the respondent lumps them together. For example, 'I was helped to see that I really could accomplish becoming a teacher by mentoring elementary students.']

Ways you were helped | Activities/Times

F.2.1
F.2.2
F.2.3

F.2.4. [Probe, number and list, etc.]

G.1. *"In your opinion, does this program [and its activities] help participants prepare to be teachers?* [circle] *YES NO* [If 'NO' then G.2. If 'YES' then G.3.]

G.2. [If 'NO' then ask] *"Why do you think it does not help participants prepare to be teachers?"*

G.3. [If 'YES', then] *"In what ways does it help participants prepare to be a teachers?"*

Ways | Activities/Times

G.3.1
G.3.2
G.3.3

G.3.4. [Probe, number and list] *"Anything else?"*

H.1. "*Has your participation in this program had any positive influences on your motivation to achieve academic success?* [Circle] *YES NO* [If 'YES', go to H.3; If 'NO', go to H.2]

H.2. [If 'NO' to positive, then probe] *"Why do you think this did not have a positive effect on your motivation to achieve academic success?'*

H.3. *"In what specific ways [how] has your participation had positive affects on your motivation to achieve academic success, on how you feel about learning, or how you study?"* [After asking this question, if they do not address academic success, learning, or studying separately, follow up by probing with the following probes] *"What about how you feel about learning?"* and *"What about how you study?"* [If the respondent doesn't make a distinction, that's OK, we are trying not to be too redundant and repetitive. In general, let them put it in their own words, or you can help them clarify in their own words what they mean.].

Positive Effects Activities/Times

H.3.1.
H.3.2.
H.3.3.
H.3.4. [List all, Probe, Number, etc.] *"Anything else?"*

I.1. *"Has your participation in this program had any negative influences on your motivation to achieve academic success?* [Circle] *YES NO* [If 'NO', then go to J.1. If 'YES', then continue with I.2.]

I.2.. *"In what specific ways/how has your participation had any negative affects on your motivation to achieve academic success, on how you feel about learning, or how you study?"* [Be sure you break out the three 'study,' 'learn' and 'achieve academic success' separately, if the respondents can think about them separately. You can ask them as separate questions, but again, we are trying not to be too redundant and repetitive, so if the respondent doesn't make a distinction, that's OK. In general, let them put it in their own words, or you can help them clarify in their own words what they mean.]

Negative Effects Activities/Times

I.2.1.
I.2.2.
I.2.3.

I.2.4. [List, probe, number, etc.] *"Anything else?"*

J. and **K.** [If respondent has answered for question H something like, *"I was already highly motivated to achieve academic success, finish high school, go to college before I began the program,"* then you may ask questions J and K by saying, *"I know you say you were already highly motivated to finish high school (go to college), but how did the program provide you with additional motivation to finish high school (go to college)?"*

J.1. *"Has participation had a positive influence on your motivation to complete your high school degree ?* [circle] *YES NO* [If 'NO' then go to J.2; if 'YES', then go to J.3.]

J.2. [If 'No', then] *"Why not?"*

[If you determine it had negative influences then probe and list]

J.3. [If 'Yes', then] *"How, in what ways?"*

Ways Activities/Times

J.3.1
J.3.2
J.3.3

J.3.4. [List, probe, etc.] *"Anything else?"*

K.1. *"Has participation had a positive influence on your motivation to go on to college?* [circle] *YES NO* [If 'YES', then go to K.3; if 'NO' then go to K.2]

K.2. [If 'NO', then] *Why not?*

[If you determine it had negative influences then probe and list]

K.3. [If 'YES', then] *How, in what ways?"*

Ways	Activities/Times
K.3.1	
K.3.2	
K.3.3	

K.3.4. [probe, list, etc.] *"Anything else?"*

L. *"Suppose for a minute that you had NOT participated in this program. Would anything else be different for you than it is now?"* [In what ways, give examples, elaborate, be specific]

M.1. "Are you in college already?" [circle] YES NO [You may know the answer to this already, or you may say something like, 'I infer that you are already in college.' If 'YES' continue with M.2. If 'NO', then go to N.]

M.2. *"What is your college experience like? What have been the biggest positives?"*

M.2.1.
M.2.2.
M.2.3.
M.2.4.

M.2.5. [Probe, get more information, number and add to lists] *"Anything else you can think of?"*

M.3. *What have been the biggest negatives?*

M.3.1.
M.3.2.
M.3.3.
M.3.4.

M.3.5. [Probe, get more information, number and add to lists] *"Anything else you can think of?"*

M.4. [For College Students Only]. *"What have been the most important problems, hurdles, obstacles, or barriers that could interfere with your success in college or that have made achieving your goals more difficult?*

M.4.1
M.4.2
M.4.3
M.4.4

M.4.5. [Probe for as many as you can] "Anything else?"

M.5. [For college students only] *"Did your participation in the program help you adjust to college or deal with any of the problems and obstacles you faced?*

[circle] *YES* *NO* [If 'NO', then M.6; if 'YES' then M.7]

M.6. [If 'NO,' then probe why not, etc.] *"Why not? What could have been changed to make it more helpful?"*

M.7. [If 'YES']. *"How helpful was your participation in the program for dealing with the challenges and problems of college, including being admitted to college? On a scale of 1-10 with 10 being extremely helpful and 1 being not at all helpful, tell me the number that best describes how helpful it's been for you."* [Circle]

1 2 3 4 5 6 7 8 9 10

M.8. *"How important is it in your own words ?"* _____

_____

M.9. [If 'YES'], *"In what specific ways did program participation help you deal with the problems, obstacles, and challenges?"*

M.9.1
M.9.2
M.9.3
M.9.4

M.9.5. [Probe] *"Anything else you want to add?"*

PROGRAM IMPROVEMENT

N.. *"Suppose that you could design a project to recruit more students like yourself into teaching careers. Suppose that you had unlimited resources to use for any purpose you wanted related to helping students like you prepare for and enter teaching careers? What things would you do that would be most helpful for students like you who want to be teachers?"*

N.1.
N.2.
N.3.
N.4.

N.5. [Probe thoroughly, add numbers, ask] *"Anything else?"*

O.1. *"How important is it to have more teachers from diverse ethnic and racial backgrounds in the schools? Do you think it is* [circle one]

Important Not important?

[If 'important', go to O.5 and continue. If 'not important', probe with next three questions (O.2, O.3, O.4) and then go to question P]

O.2. *"Tell me what leads you to think that it's not important?"*

O.3. *"What has been your own experience with teacher diversity in your schools? Have you had teachers from different ethnic or racial backgrounds, and if so would you describe them for me?"*

[Question O.3 may elicit a response concerning only the ethnicities of people they have had as teachers, eg. "white", "black", etc. We are trying to get both a list of the different ethnicities and a statement from the respondent concerning whether they percieve their experience to have been diverse and if so what made it diverse and if not what would have made it more diverse.]
O.4. "Any other comments about this?"

O.5. *"How important is it ? On a scale of 1-10, with 10 being extremely important and 1 not at all important, what number best describes how important it is?"*
[circle] 1 2 3 4 5 6 7 8 9 10

O.6. *"How important is it in your own words ?"* _____

O.7. *"When you think about the most important diverse ethnic and/or racial group or groups or other types of diverse individuals or groups that need to be recruited to be teachers in the schools, which specific group or groups are you thinking about?"*

O.7.1.
O.7.2.
O.7.3.
O.7.4. [Do not probe to try to increase the listing here, but allow plenty of time]

O.8. *"Discuss the most important things that need to happen in order for there to be more people from these groups entering and staying in teaching careers."*

O.8.1.
O.8.2.
O.8.3.
O.8.4.

O.8.5. [Take your time, probe, give plenty of wait time. Probe] *"Anything else?"*

O.9. *"What has been your own experience with teacher diversity in your schools? Have you had teachers from different ethnic or racial backgrounds, and if so would you describe them for me?"*

[Look at instructions for O.3 concerning responses on ethnicity list and perception of diversity.]
YOUR OCCUPATION

P.1. *"In the best of all possible situations, what job, career, or profession would you most like to be working at 5-10 years from now?"*

P.2. *"In your best estimate, how likely is it that you will be working at that job, career or profession? Is it* [circle one] *likely unlikely*

P.3. *"On a scale of 1-10, with 10 being 'Certain that you will' and 1 being 'Certain that you won't', which number best describes the likelihood for you?"* [circle]

1 2 3 4 5 6 7 8 9 10

[If respondent answers 'unlikely' continue with P.4. and P.5. If respondent answers 'likely', then skip over P.4. and P.5 and go to P.6.]

P.4. *"Why do you think you will not be working at this job in 5-10 years?"*

P.5. *"What is your best guess about the actual career, profession, or job you'll really have 5-10 years from now?"*

S.1. " Which of the following considerations are important to you in choosing a job, profession, or career? On a scale of 1-10 with 10 being most important and 1 being not at all important, what do you think about each of the following:"
[Be sure to encourage comments about items that they are unsure of or don't know how to rate, or want to qualify. Repeat the root of this question about every five items to keep respondents on track.]

_____ *1. what your friends would say or think*
_____ *2. what your parents would say or think*
_____ *3. how much money you would make*
_____ *4. how much you can help people*
_____ *5. how much you would enjoy the work*
_____ *6. how much respect you would get*
_____ *7. how much you would feel needed*
_____ *8. how much you would contribute to society*
_____ *9. how economically secure you would feel*
_____ *10. how much freedom you would have on the job*
_____ *12. how much control you would have of daily activities*
_____ *13. how well you would get along with the people you work with*
_____ *14. how much opportunity you would have to achieve*
_____ *15. how much opportunity you would have to advance*
_____ *11. how much independence you would have on the job*
_____ *16. how much opportunity you would have to manage/supervise others*
_____ *17. how well it fits your identity of who you are*
_____ *18. how much you can help people from your ethnic or racial group*
_____ *19. whether it is a realistic possibility for you*
_____ *20. how interested you are in the work*
_____ *21. whether it is something you can really do given the way things really are*
_____ *22. how much prior education is required*
_____ *24. how much money it will cost to get enough preparation or education*
_____ *25. how much time it will take to get enough preparation or education*
_____ *26. how competent you would be at the job*
_____ *27. how much you could help your family financially*
_____ *28. how much free time and vacation you would have*
_____ *23. how much prior preparation is required*
_____ *29. how stressful the work is*
_____ *30. how safe your work and work environment will be*
_____ *31. how much opportunity you would have to work with others*
_____ *32. how much opportunity you would have to build friendships at work*

S.2. *"Other things? Please list and tell how important they are."*

P.6.. *"Now assume regardless of how you have answered previously that in 5-10 years you will be a teacher. How desirable is teaching as a career for you personally?" Is it* [circle one] *desirable or undesirable ?*

P.7. *"On a scale of 1-10, with 10 being 'The most desirable career' and 1 being 'The least desirable career', with 5 and 6 being slightly undesirable or slightly desirable, which number best describes how desirable teaching as a career would be for you?"*

1 2 3 4 5 6 7 8 9 10

P.8. *"In your own words, how desirable is it for you or what does '#'* [from P.7] *signify to you?"* [Respondents may answer this with words that convey a degree of desirability and/or reasons that teaching is desirable to them. Try to get both kinds of responses, if possible. For example, if they say, *"Very desirable,"* probe with, *"What makes teaching desirable for you?"*

P.9.. *"If you could change anything about teaching to make it more [or "even more"] desirable for you, what would you change?"*

P.9.1.
P.9.2.
P.9.3.

P.9.4. [Probe for more things, or more detail, if not clear.] *"Any other things you can think of?"*

Q.1. *"What are the biggest problems, obstacles, barriers, and so forth that could prevent you or make it difficult for you becoming* [mention their preferred occupation, whether teaching or some other or use the expression 'what you want to become professionally (i.e., get the occupation you want)?']

Q.1.1.
Q.1.2.
Q.1.3.

Q.1.4. [Probe] *"Anything else you can think of?"*

Q.2. *"Do you have a plan to deal with these obstacles?* [Circle] *YES NO* [If 'NO', please skip to Q.4. If 'YES', continue on]

Q.3. [If 'YES,'] *"Please tell me about it."*

Q.4. *"Are you getting any help, or will you get any help in the future dealing with these obstacles? [Circle] YES NO* [If 'NO', skip to R.1. If 'YES', continue on]"

Q.5. [If 'YES',] *"Who is helping or going to help you with it?"* [If this question is answered not with a person but with a thing, such as,*"a scholarship,"* probe with, *"Who is providing the scholarship?"* and/or *"Where did you learn about this scholarship?"* as appropriate to try to get an answer that is a person.]

R.1. *"How likely is it that you will graduate from college? Is it* [circle] *likely or unlikely?"*

R.2. *"On a scale of 1-10, with 10 being 'Certain that you will graduate' and 1 being 'Certain that you will not graduate', which number best describes the likelihood for you?"*

[circle] 1 2 3 4 5 6 7 8 9 10

R.3. [if unlikely, probe why]

T.1. *"Now evaluate teaching as a career choice, regardless of whether it's your preference or not. How well would teaching meet your needs on these factors? On a scale of 1-10, with 1 being totally unsatisfactory and 10 being outstanding in satisfying your needs, please rate teaching as a career choice on the following factors."* [Be sure to encourage comments about items that they are unsure of or don't know how to rate, or want to qualify. Repeat the root of this question about every five items to keep respondents on track.]

_____ *1. impressing family*
_____ *2. impressing friends*
_____ *3. providing social status*
_____ *4. providing financial security*
_____ *5. providing a lot of money*
_____ *6. providing an opportunity to help people*
_____ *7. providing enjoyable work*
_____ *8. providing a respectable career*
_____ *9. providing on-the-job freedom*
_____ *10. providing an opportunity to contribute to society*
_____ *11. providing an opportunity to contribute to your racial or ethnic group*
_____ *12. providing a friendly working environment*
_____ *13. providing a safe working environment*
_____ *14. providing good colleagues to work with*
_____ *15. providing an opportunity to achieve*
_____ *16. providing an opportunity to maximize your potential*
_____ *17. providing an opportunity for advancement*
_____ *18. providing an opportunity to manage and supervise others*
_____ *19. providing interesting work*
_____ *20. requiring an acceptable amount of preparation*
_____ *21. providing an opportunity for building friendships*
_____ *22. providing a relatively stress-free work environment*
_____ *23. providing opportunity to work in teams*
_____ *24. providing a sense of personal worth*
_____ *25. providing growth in self-esteem*

BACKGROUND

U.1. *"How old are you?"*
U.2. *"male or female?"*
U.3. [You may be able to summarize this yourself based on previous answers] *"Are you currently a student?"* [circle] *YES NO* [If YES, continue; if NO, skip to U.8]
U.4. *"What grade?"* _____ [enter grade, if not in college, and skip to U.8. If college student, continue]
U.5. *"Name of the college?"*_____
U.6. *" How many semesters [or quarters] completed?*_____
U.7. *"What is your major?"*_____
U.8. *"Are you currently working?"* [circle] *YES NO* [If 'NO', skip to U.11. If 'YES', continue on]
U.9. *"Where, at what job?"*_____
U.10. *"Approximately how many hours each week?"*_____
U.11. *"Are you seeking [other, additional] employment?" YES NO*
U.12. *"How would you describe your ethnic and/or racial background?"*

FINAL QUESTIONS

V.1. *"Suppose for a minute that you were interviewing someone from your program. What additional questions would you ask, that I haven't asked?"* [If additional questions are raised, then ask how they would answer them.]
V.2. *"Is there anything else you would like to tell me?"*
V.3. *"Sometimes people are curious about the interviewer after they complete a survey like this. They have questions they would like answered. Do you have any questions for me? Is there anything you would like for me to tell you about?"*
V.4. *"Thank you very much. I have enjoyed talking with you and I hope we get to talk again sometime. Before we say good-bye, I need to be sure that I have your address and social security number so that we can send you your check."* [Write on separate PAYMENT SCHEDULE SHEET]
"Good bye. Thanks again"

NOTES

A. [Be sure to find out what they specifically did, when, and how many times. The more detail, the better. Even if they go on for five minutes or more saying what they actually did in detail, that's fine. We need to know what specific things are still salient for them. I want to emphasize that they may not remember the name of the program, and they may not recognize the descriptors we use, e.g., future teacher clubs, etc. That is less important than getting them to say what it is they actually remember doing. We can check with the project directors to be sure we have identified them correctly. The times can be in months, weeks, or days. Be sure to be clear. For example, someone who participated in a future teacher club in their school may say 'From September to June' while someone in a Saturday enrichment program may say 7 weeks and really mean 7 Saturdays. You will need to be careful to clarify this accurately. Some respondents may have participated in activities for more than one year, and/or in multiple activities. If you need to make comments to clarify, please do. If a respondent says 'I don't remember anything about it,' you should probe, asking such questions as 'Can you remember anything you did at all? Where it took place? Who else was involved? Any of the specific things you did?' Additional questions of this type may get the ball rolling. Respondents should at least be able to remember where they went and some of what they did. Again, I emphasize, we are looking for this in their own words. If they don't remember exactly when, we can retrieve that information form project director or our own records. You can make notes on this sheet as you go, but also rely on the tape recorder so that you can really pay attention to the respondent and actively listen and be involved.]

C. [Note: Students may want to talk separately about each activity, or they may lump them together. Either is OK. Activities are defined at the level they remember them, and not by the name we attach to the program types. Let the activity names be respondent generated and described. However, if they lump the activities together, you may need to probe about any differences among them in their benefits and influences on being a teacher. You should allow them to say, for example, such things as 'Well, participating the second year was about the same as the first year.' You could respond with a probe such as 'What did you actually do each year that was beneficial?' and 'Tell me, how was it the same and different the second time through?' etc. In terms of filling out the survey copy, you can just jot down the high points, and rely on the tape for the details.]

Appendix C

Post-Interview Summary
CMTC Telephone Interviews 1996

Please complete this form immediately after each interview.
You may dictate this information directly onto the tape at the end of the interview.

Name of Interviewer_____

Participant CEA ID# _____Site_____Age ___Date of interview_____
Approximate date of participation in teacher program_____
Give your overall impression of the flow/general tone of the interview and the interviewer/interviewee interaction.

Discuss the participant's engagement in the interview.

Describe any distractions for either you or the participant.

Discuss any questions that you felt the participant did not understand. (Make sure you make a note of this on the interview form, too.)

In what occupation(s) is the respondent interested? How certain are they about actually doing this?

Describe your perception of the participant's feelings about the program and about teaching.

Other Comments?